# Pleasant Sunday Afternoons

## For the Children

# Pleasant Sunday Afternoons for the Children

## A BOOK FOR PARENTS

COMPILED BY
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"A Son Finds Paradise at His
Mother's Knee"

THE QURÂN

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# FOREWORD

More than a year ago a California friend of perplexed mothers wrote to The Sunday School Times this appeal:

I find among my friends, who are mothers, a great lack of resource for the Sabbath afternoon with the children. Very, very few know how to make the afternoon pleasant and profitable to the children, and in this mild climate Sunday in most homes is simply a recreation day. I find many earnest mothers who would be more helpful to their children as teachers of things spiritual, if only some one would first instruct them, and tell them what and how. Now, knowing of your earnest, honest purpose to be helpful to children, whether during the Sunday-school hour or at other times, I appeal to you for suggestions by a suggestion.

Would it be possible for you to devote a small space in your paper to the interests of children during the Sabbath afternoon hours? To be sure, you serve the children with delightful stories, but might not a symposium of suggestions as to what children may do, and how they may learn things needful to their spiritual well-being and Christian character, be helpful? Perhaps there is some book published filled with helpful suggestions, but, if so, I am not familiar with it, and feeling a deep sympathy with the helpless mothers as well as the poor neglected children, I appeal to you. I do not remember my own childhood Sabbaths with any great pleasure, as it was mostly "don't" with very

little "do," save to learn two or more Shorter Catechism questions and answers.

This sensible suggestion was welcomed and acted upon by the Times; a prize of twenty-five dollars was offered for the best article describing actual and successfully tested methods of making Sunday a joyous day rather than a bugbear for children in the home.

The response was overwhelming. Parents in no less than thirty-seven states and territories of the United States, seven provinces of Canada, Mexico, England, Italy, the Dutch East Indies, and Palestine, promptly sent contributions to the solution of the problem. And the standard of merit in these manuscripts was so exceptionally high that, while their reading was a most interesting experience, their judgment called for the most taxing editorial attention. It was abundantly demonstrated that the children's Sunday joyous is not a thing of the past, but that Christian parents the world over are bringing up their children in a real love of the day as a time set apart for God, and therefore for the best that life can know.

Of the two hundred and sixty-eight manuscripts received, fourteen were retained by the editors, and extracts were made from forty-five others. There was so much good material that

The Sunday School Times Company determined to present it in book form, that mothers might have at hand a wealth of material such as has probably never before been brought together and made generally available.

It has not been the plan of the compiler of the book to do any original work. He has simply made the attempt to so classify the hints of contributors as to make them as helpful as possible.

## I

## Devoting Sunday Afternoon to the Children

How can Sunday afternoon be made a time of privilege to the children if the parents are unwilling to give up to them at least a portion of their own afternoons? This point was emphasized over and over again by mothers who told of plans for the day.

"None of these plans will work themselves," is the conclusion of one busy mother. "Mothers who are looking for some ball-bearing, automatic, machinery plan that they can simply set in motion, so that they may have the afternoon to themselves, will be disappointed. Only those earnest Christian mothers who are willing to give *themselves* to this work and to enter into it heartily with their children, not as a solemn duty, but as a sacred privilege, will succeed."

In the words of another mother:

"It means the laying aside of the quiet afternoon of reading and meditation, the social call on a friend, the drive into the country, the answering of accumulated letters of the week. To the true Christian mother, however, this will

be no sacrifice, only another grand opportunity for service; and the joy of seeing the little ones respond to such Christian training, and in early life deciding to follow the Saviour, is surely compound interest on the investment made."

And here are still other testimonies:

"No mother need expect to make Sunday afternoons pleasant and profitable to her children and have a quiet and restful time herself. One charm of the day to the children is that they have more of the undivided attention of their mother than on other days, and she needs to be very alert to keep up with them."

"Mothers, let us be glad that guiding little children is our part of the world's great work. There is no higher work. I am sure, if we believe this and are willing to give ourselves to our children, we will never be at a loss what to do on Sunday afternoon."

"Self-giving is the price that the parent must pay if he would rightly discharge the obligation laid upon him when the blessed child was given him. Isn't the child worth the price? We are ready to give ourselves up to the work of caring

for his physical needs; can we do any less for his moral welfare?"

"I think too many mothers and fathers want the children to be properly employed on Sunday afternoon, but do not care to put forth any special effort toward that end. They work hard during the week, and think they should have this time to themselves. But we might better neglect our daily business and take a rest-day during the week; we might better even let the children lack, to a certain extent, for food or clothing, than have them miss the Sunday companionship with father and mother. It will mean so much for them to have those hours to look back upon in after years when the old home-life is gone by forever."

This leaf from the experience of an earnest father and mother is suggestive:

"The parents work hard all the week. Especially is Saturday a hard day for mothers. When Sunday afternoon comes, they are tired and want to rest. Perhaps mother has all the week been looking forward to chosen hours that she may read some new book or the waiting magazines and papers. Perhaps father wants to take a nap. But the children do not want to read, neither are they anxious to sleep. They want something to

do. They want their mother. They want their father; he is not at home every afternoon. Mother does not always have leisure time.

"It used to make me cross (I am ashamed to say it) when we had settled down to a quiet Sunday afternoon, and the children wanted first one thing and then another. I could not read ten pages without being interrupted. I scolded, and spanked, and made the children sit on chairs. But not being the kind of children which have cotton strings for their back-bones, even then they were not still. Then my husband would say: 'This house is just like a bee-hive.' Then he would put on his hat and go down to his office for peace and quiet. When Sunday night came we were all so glad. There had been no rest, no blessing. But we were Christians, and things could not go on that way. So we prayed over it, and resolved to give ourselves to our children on Sunday afternoons.

"And what a difference it made! Last fall we were away visiting relatives. And the children asked: 'When may we go back home and have our Sunday as we used to?' And now we find that we are not as tired when night comes as when we spent the day in seeking our own rest and comfort. We enjoy the day far more; and between us all there is a closer, sweeter bond of

fellowship. We know our children better, and I am sure we all know God better.

"Some one may say: 'But this must take considerable time on the part of the mother.' Yes, it does. But is it not worth while? Motherhood is a partnership with God. What strength, what purity, what self-control, what love, what wisdom, should belong to her who helps God fashion an immortal soul."

"I believe the best gift I can give my children is myself," is the earnest word of the mother of a large family. "I may bring to them all beautiful things for their pleasure and amusement, but if in this I leave out myself, if I fail to enter into their joy, I have lost my richest possession, my children's love and confidence. Under these circumstances I cannot possibly understand their longings or desires. I must indeed 'be a child again' if I would see life from my children's viewpoint. How can I understand that the hours of Sunday afternoon are long and wearisome to them, unless I think as a child, see as a child, and feel as a child?"

A mother who is giving herself to her boys does not speak of the sacrifice involved, so much as of the compensation:

"Of course, it means sacrifice to give all my spare moments to reading aloud to my boys, or teaching them, or helping them in some way. But there is compensation. How many longing mothers would gladly exchange all social pleasures for the society of a son whose affection has been estranged and whose choice is of the dregs of life. My boys never come home from anywhere to hunt for mother that she cannot be found. No sacrifice is too great to bind our children to us and to each other and to the home. I try to be 'one of the boys' for their sakes.

"Does some one say that this is a selfish life? I do not think so. If I am starting four boys in the right way, may I not hope that some day they will work in the vineyard to make up for what I cannot do now? My time with them is short. The church and society have been and will continue to be when my nestlings are gone from the home forever."

◆

Is it worth while, then, to devote the Sunday afternoon to the children?

## II

## Getting Acquainted with the Bible

The long Sunday afternoons present to parents a golden opportunity to teach the boys and girls to know and love the Bible. Years ago, in an Illinois home, a busy mother determined that her children should not be of the large number of those reared in Christian homes who begin with Genesis and go all through the Bible to find a reference in Romans. Knowing that she would not have any worldly goods to leave to her children, she made up her mind to impart to them a knowledge of God's Word, that would be of far more value to them than anything the world could give. She has her reward. Her two children—aged nine and eleven years—have a practical knowledge of the English Bible exceeding that of three-fourths of the students in the theological seminaries.

One secret of this mother's success was the resolution not to present the study of God's Word as a task or a duty. She knew that if they could be led to regard it as a privilege her battle would be half won. So she spent much time thinking of pleasing plans for studying the Bible. Some of her plans are told in this chapter,

as well as the plans of other mothers who have had the same problem to solve. In part, at least, the suggestions made are original. Many of the best have been tried in thousands of homes.

Most children will declare that the Bible is a dull book if it is put in their hands for their own reading. But children may be interested in many things well read or told to them which they could not themselves read with any pleasure.

In countless homes "Mother's Bible" is the favorite story-book, and pleas for a reading from its pages are frequently heard. The reading must, of course, be done with great care, and there should be frequent adaptations and omissions. One mother wisely calls attention to the necessity of herself enjoying and believing in what she reads, or it can carry no force to the children; so she chooses what, by its strength, simplicity, or sweetness, has appealed to her. Sometimes she will read; but often she will learn the story thoroughly, take her child on her knee, cuddle him close, and tell it in the most natural way she can. When the children once become interested in the Bible, it will not be a difficult matter to persuade them to spend an hour at a time poring over its pages. A list of stories—

with the references—placed in their hands will be found helpful. This may be prepared at home,[1] a copy being furnished to each member of the household. But it is important that—whenever possible—a curiosity-provoking title be given to each story. For example, it is better to say "The story of a god made out of earrings," or "The story of the beast that spoke to his master," or "The story of a cripple who was given a home for his father's sake," rather than "The story of the golden calf," "The story of Balaam," or "The story of Mephibosheth."

A helpful suggestion for Sunday afternoon stories is made by an older sister who has spent many delightful hours with the children in her own home. She bought a good, serviceable Noah's Ark. Then she told the story of the ark, letting the children illustrate it by the use of the animals.

When she told how Noah and his family and the animals all went into the ark two by two, the children arranged the procession. When she told how Noah sent out the raven and the dove, the children found the birds. When the story of

[1] Such a leaflet, entitled "Do You Like a Good Story Book?" is published by The Sunday School Times Company, at 2 cents each, 50 cents a hundred.

leaving the ark was told, the children formed a second procession.

The same animals were used to illustrate stories from other parts of the Bible. Here is a list of a few of them. A little study will suggest more incidents in connection with the different animals. The children should always do their part, by finding the different animals to illustrate the story:

**LIST OF STORIES**

| | | |
|---|---|---|
| **STORY OF THE ARK** | Gen. 6: 14, 18–21 | |
| | " 7: 13–16 | ARK |
| | " 8: 6, 7 | RAVEN |
| | " 8: 8–12 | DOVE |
| **STORY OF JOSEPH** | Gen. 37: 2–36 | JOSEPH |
| | " 37: 25 | CAMELS |
| | " 37: 31, 32 | GOATS |
| | " 42: 1–26 | ASSES |
| | " 42: 27, 28 | |
| | " 41: 2–4, 17–21, 26–31 | CATTLE |
| | " 45: 19–25 | |
| **STORY OF DAVID** | 1 Sam. 16: 1–12 | |
| | " 17: 12–33 | DAVID, LION |
| | " 17: 34–37 | BEAR |
| **STORY OF QUEEN OF SHEBA** | 1 Kings 10: 1–10, 13 | CAMELS |
| **STORY OF REBEKAH** | Gen. 24: 1–59 | |
| **STORY OF SHUNAMMITE WOMAN** | 2 Kings 4: 18–37 | ASS |
| **STORY OF ELIJAH** | 1 Kings 17: 1–24 | RAVENS |
| | " 18: 17–39 | BULLOCK |
| **STORY OF DANIEL** | Dan. 6: 1–22 | LION |
| **STORY OF THE SHEPHERDS** | Luke 2: 8–20 | SHEEP |
| **STORY OF WISE MEN** | Matt. 2: 1–14 | CAMELS |
| **STORY OF CHRIST** | Matt. 21: 1–11 | ASS |

## III

## Learning Bible Characters

The children are usually ready for a game; and Bible games have been found helpful for Sunday afternoon use.

A home-made game, called "Who?" can be made by taking one hundred calling cards, upon each of which is written the name of a Bible character. This name is the answer to seven questions written under it, each relating to some event in the life of the man, or one of his noted sayings. Let the cards be held by an appointed reader, who asks the first question on one of the cards. If the person asked cannot answer, the next one tries. If he succeeds in answering correctly, he gets the card and the opportunity to answer the next question. If no one can answer the first question on the card, the second is asked, and so on. The children will soon know the first questions, so it is sometimes well to begin with one farther down in the list. When a certain number have been guessed, the players count their cards to see who has the largest number. The children, and their elders as well, gain much knowledge in this way.

A similar game of places mentioned in the Bible may be made. Let this be called "Where?"

Arrange vertically the letters of the names of Bible characters. Then find and write words describing them, beginning with the letters that make up the names. Thus:

**M**eek.
**O**bedient.
**S**ensible.
**E**arnest.
**S**cholarly.

**P**owerful.
**A**ble.
**U**nselfish.
**L**ovable.

Have a box of letters and play the game of "Quicksilver," using Bible characters or places. The letters, face downward, are placed in the midst of the group of players. The first player draws a letter and says, "Give me the name of a character beginning with ——," suddenly turning over his letter and naming it. The one who can first name a character gets the letter, and the one holding the largest number of letters at the end of the game wins.

Let the children who are old enough write in their own words something about the life of a favorite Bible character, not forgetting to add their ages to their signatures. It is interesting

to read these compositions a long time afterwards.

◆

Have a heap of letters in the middle of the table. (Children can help to cut out these letters —large ones—from advertisements in magazines.) Tell each child to pick out enough letters to make one word—some biblical character or city. Each then disarranges his letters, and all exchange and try to make the proper word. (Save the letters to be used many times.)

◆

Let each make an alphabetical list of Bible characters from memory. These lists are compared, and any new character must be located by the one giving it. This exercise can be varied in many ways, as by taking the characters exclusively from the Old or New Testament, or by substituting places for persons, and giving the location and interesting events connected with each.

◆

Ask questions like these:

Who can tell two things about Jesus? Three things? How was Peter different from John? How was David like Joseph?

◆

Or make an endless chain of Bible characters —the last two letters of the first name forming

the first two letters of the following name, and so on. Thus:

1. Author of some of the Psalms.
2. Carrier of one of Paul's epistles.
3. A queen before whom Paul spoke.
4. Name applied to one of the apostles.
5. One of the best kings of Judah.
6. One who served God from his youth.
7. A great prophet of Israel.
8. One who tried to destroy all the Jews.
9. A disciple who ministered to Paul.

ANSWERS.

1. Asaph.
2. Phebe.
3. Bernice.
4. Cephas.
5. Asa, Asa.
6. Samuel.
7. Elisha.
8. Haman.
9. Ananias.

## IV

### Making Bible Lists

Let father, mother, or one of the children call a name beginning with "A," as "Abraham." The next in order must instantly give a name beginning with "B," as "Boaz." "Cain," "David," "Ezekiel," may follow; and so through the alphabet. See how many alphabets can be formed without repeating names.

Let father, mother, and every child who is old enough, provide themselves with pencil and paper. Then, beginning with the first letter of the alphabet, let them see which one can, in a given length of time, write the longest list of Bible names, beginning with A, and so on down the alphabet. A knowledge of the history of each character written down should be presupposed, and any player should be at liberty to challenge the proof of such knowledge when the count is made. If the one challenged fails to furnish proof, the name under discussion is erased from his list. This game stimulates Bible reading, and fixes the attention when others are reading aloud the Word of God. At the close of the game those who have given names about

which they can give no information should be required to go to the Bible and secure detailed facts.

A Bible Zoo for the boys may be prepared. On a sheet of paper let each print in vertical columns the letters of the alphabet, and opposite write in alphabetical order animals mentioned in the Bible. Perhaps some would like to draw the animals. Think of and talk about only a few each Sunday. Perhaps the ass will be mentioned first: talk about Balaam and his sin, and of Christ's triumphal entry into Jerusalem. Then may come the badger, whose skin was used to cover the tabernacle (Exod. 26:14); camel, beast of burden, John's clothing made from camel's hair (Job 1:3); dog (Psa. 59:6); elephant, ivory on Solomon's throne. Other examples: Ant, surpasses most insects in instinct and in industry (Prov. 6:6-8; 30:25); bee, Matt. 3:4; Psa. 105:34; 1 Sam. 14:25); cochineal, dried to make crimson dye for candies and cakes (Isa. 1:18).

Ask the children to name as many as they can of the following, which are mentioned in the Bible: Lakes, rivers, mountains, trees, plants, flowers, precious stones, birds, musical instruments, kinds of money, towns, parables, miracles.

## V

## Learning to Use the Bible

"The Sword Drill" is not only an interesting diversion; it will be found useful in familiarizing the children with the Bible. Let one member of the family be appointed to read a list of references to different parts of the Bible, while others hunt for the passages. The child who first finds the passage reads it; at the end of the game the one who has to his credit the largest number of passages is announced as the winner. Sometimes interest is increased by choosing sides. These references may be at random, or if one wishes to bring out some one thought like love, mercy, etc., they may be prepared beforehand to that end. Explain carefully the meaning of each verse. At the close of the drill, ask each child which verse they liked best—and why. It is surprising to find the beautiful truths that children find in God's Word.

The contest may be varied by announcing simply an incident or a favorite verse. The players must then find it without further assistance.

A few Bible questions similar to the following given to children, together with a Bible and a concordance, will furnish pleasant and profitable entertainment:

Who took a cruse of water from under the pillow of his sleeping enemy?

Who slew a giant having twenty-four fingers and toes?

Who was the father of seventy sons?

What giant king had a bedstead of iron?

What became of the golden calf which was made by the Israelites?

What two chapters of the Bible are alike?

What disciple once preached in a well-lighted room until midnight?

Who had a boil cured by a poultice of figs?

Care should be taken not to give too many questions on a single afternoon. The children must not be allowed to grow weary of the employment.

◆

Another favorite exercise is to have the children stand in line, as in an old-fashioned spelling-match. Instead of spelling names, they are to name the books of the Bible in their right order. The player who misses sits down at once. Persons and places may be named in the same way. A place is given, and then the children name some person associated with the place. In

preparation for this exercise let a list of places familiar to the children be made. Then they should be allowed to add to this list as they find others in their own reading.

"The Temple of Knowledge" (see appendix) consists of blocks of different shapes and sizes, each bearing the name of one of the books of the Bible, fitting together to form on one side a temple whose foundation is the Ten Commandments, and whose turrets are John, Jude, and Revelation. The other side forms the map of Palestine. The child who spends hours in joining this together soon becomes familiar with the names of the books of the Bible.

Blocks representing the books of the Bible, graduated in size, may be made at home. These are very attractive when lettered in gold on the backs. The game is to put them in the box in the correct order, from memory if possible. Or cut out pictures of books from advertisements in magazines and papers, mount on cardboard or heavy paper, and print the names of the books of the Bible on them, one name on each, children helping to make them. Mix them up and divide between the children; then let

them arrange them in rows on table or floor in their proper order. When all have done their best, open a Bible and correct mistakes.

◆

There is a card game (see appendix), each card representing a book of the Bible and containing in the first line the abbreviation and number of chapters, while in the second line is given the name in bold type, with the two books preceding and the two following in smaller type.

## VI

## Learning Bible Verses

Have a number of capital letters which have been cut from newspapers and pasted on cardboard. Throw them on the table and allow the small children to find the letters which the older ones require to form sentences. They may be as follows: "Even a child is known by his doings;" "He that ruleth his spirit is better than he that taketh a city;" "In honor preferring one another;" or simply "Be kind." Without making an application of such texts at the time they are formed, let them remain in the memory, and watch for opportunities to train children to carry out the spirit of them, in the midst of Sunday amusements, as on other days.

Let the children give texts alphabetically:

A soft answer turneth away wrath.
Blessed are the pure in heart.
Come unto me all ye that labor.
Do good, O Lord, unto those who be good.
Enter not into the path of the wicked.

Learn verses beginning with the letters of some word; as, "Sunday," taking six weeks to learn verses beginning with S, U, N, D, A, Y.

Let familiar passages, like the Beatitudes and the 23d Psalm be written, with words left out at intervals. Thus:

The —— is my ——; — shall not ——.

Let these be copied by the children, who are to supply the missing words from memory.

When children can use their Bibles themselves they like to "choose Proverbs." A chapter in Proverbs is fixed upon and then each chooses one verse to be read aloud when all have chosen.

When one of the children has a birthday let a Psalm be selected which contains as many verses as the child is years old. This Psalm is to be repeated after the mother, sentence by sentence, each Sunday until it is learned, and then from memory until the next birthday.

It has been found a helpful plan to have both children and parents memorize Scripture passages; these to be repeated during the week at prayers.

Let the verses memorized be written neatly in "verse-books" made of note-paper and having

bright-colored covers. As an aid to the memory, each child may be given a cord on which is put an odd, pretty button for each verse memorized. Thereafter a glance at the button recalls the verse.

A child may be beguiled into memorizing a difficult portion of Scripture by letting him write each word on a separate square of paper. After these slips have been well mixed, let him rearrange them in their proper order.

Have one of the children mentally select a quotation and write on a slip of paper dashes, to correspond in position and number to the letters of the words which it contains, then give it to another child, who calls for any letter of the alphabet. The first child puts this in all of the places where it should be. Then the second child calls for another letter, which is put in, and another until enough letters are in place for the quotation to be guessed. The object is to find out the quotation after calling for the fewest possible letters.

## VII

## Learning Bible Geography

Make an outline map of Palestine on a blackboard or large piece of paper. Let the children take turns in trying to locate different places properly. This may also be done with a sectional map, after it has been put together by the children.

◆

Let two or three breadths of carpet represent the Holy Land, while two strings running parallel form the Jordan River; drawn apart these may represent the sea of Galilee and the Dead Sea. Let the site of Jerusalem be marked by a temple made of building blocks. A small rug or a piece of cloth will serve as a wilderness.

◆

Outline on the dining-room table a map of some Bible country. Form the boundary lines of oblong blocks. Cities, villages, mountains, rivers and lakes may be indicated by marbles, spools and buttons.

◆

A game of Bible letters may be made at home from pasteboard, old visiting cards or stiff writ-

ing paper. Cut the material used into inch squares and plainly write on each of them one of the letters of the alphabet in capitals. Make many more of such letters as A, S, and E than of those rarely used, like X, K, and Z. Place all the letters on a table, letter side down, and then let the leader turn one to see who can first call out the name of a Bible river, city or country beginning with that letter. To the player who responds quickest is given the letter, which he lays aside, the winner of the game being the one who has secured the largest number of letters when all are exhausted. The number of players is limited only by the capacity of the table. This game may be used for the names of persons as well as of places.

Get a shallow wooden box and paste blue lining in the bottom of it, and fill it with sand. When the children come from Sunday-school let them illustrate their lesson on the sand box. To make a lake or river, push back the sand and let the blue lining show. Pile the sand up high for a mountain. Use matches or wooden tooth-picks for people. Small cardboard boxes will make good houses, and little branches of evergreen will make trees, and tiny pebbles may be used to outline roads.

## VIII

### Studying the Sunday-school Lesson

Pass letters of the alphabet to the children, and ask each one to form from these the words of the lesson—as many as he can recall.

The game "The Wandering Jew" is helpful in studying Old Testament Sunday-school lessons. It may be called, "Tracing the Journeys of Jesus," when the lesson is in the New Testament. A certain number of children are allowed their choice of places about the room, in as many different stations as there are characters, countries, cities or towns mentioned in the lesson, or according to the location of noted places on the map, as mentioned in the lesson. Each child so placed becomes a "station warden," and endeavors to call to mind all the facts regarding the character, country, city, town or place which he or she is supposed to represent.

The remaining children are known as "travelers," and "take up the journey," going from station to station in regular order, asking questions and seeking information regarding persons or events. If a warden fail in giving the correct

answer to a question, he or she forfeits the station in favor of the questioner, and becomes a traveler in search of knowledge. If the new occupant of the station is unable to answer correctly his own question, the station is again forfeited in favor of another traveler, or in favor of the warden of another station, if that person is first in giving the correct reply, in which event an "ascension" is made. The station thus made vacant is occupied by the original traveler who first attained a station but forfeited it on his own question, who now must endeavor to call to mind all the facts regarding the new station he now occupies as warden, in preparation for the coming travelers, who thus interview him for the second time. If he again forfeits the station, he also forfeits all privilege and is henceforth known as a "slothful servant." To successfully hold a station against all questioning of the combined body of travelers is termed "holding steadfast," and is considered commendable.

To attain to station after station by virtue of rapid and correct answers, superseding both warden and traveler, is termed "making ascensions," and is considered truly laudable. The child making the greatest number of ascensions

may be rewarded by receiving a prize for superior knowledge.

◆

Make a picture map that develops with the progress of the Sunday-school lessons. On the back of a large calendar, trimmed ready for hanging, draw first the outline of the map of Palestine in the time of Christ. Then color all the countries differently, seas and rivers being blue; place the mountains and cities. At Bethlehem begin to trace the life of Christ. A large yellow star placed over the city will be a reminder of his birth. Three camels on the road from Jerusalem to Bethlehem will represent the Wise Men from the east; a little child at Nazareth will tell of the childhood home of Jesus; a temple at Jerusalem will tell of him among the learned doctors; a white dove descending at the Jordan will tell of his baptism; a man in the barren wilderness of Judea will be a reminder of the forty days and forty nights of fasting; two swords crossed upon a high mountain will speak of the temptation; a boat on the blue waters of Galilee will remind of the time when he called his disciples. Thus the map-making may be continued. A new map for each quarter is suggested.

## IX

## Questions and Answers

Ask questions like these:

How were the Israelites nourished while in the wilderness? (Read John 6:32-51.)

What were the names of the two men who went to heaven without dying? (Read John 11:26.)

Other questions and passages will suggest themselves.

Let each child write a question on a piece of paper about some person or place in the Bible. Then fold, collect, mix up, and distribute again. Then let each, in turn, open his question, read, and try to answer.

Try "The Thinking Game." Choose a "Thinker," who is to have in mind some person, place, or thing mentioned in the Bible. Then he says, "I am thinking of some one (or some thing) in the Bible whose name begins with 'E'." Each player is entitled to ask, in turn, a question which can be answered "Yes" or "No." Thus: "Is it man or woman?" "Good man or bad man?" "In the Old or New Testament?" "Prophet, priest or king?" "Did he go

to heaven in a chariot?" "No, it is not Elijah," the answer comes. (It adds interest and profit to the game if the thinker is quick-witted enough to guess the person in the questioner's thought, and indicate this by his answer.) "Did Elijah's mantle fall on him?" "No, it is not Elisha." "Did a little boy live with him, to whom God spoke one night?" "Yes." "Then it's Eli!" The successful guesser becomes next thinker. This might well be called a Bible Review, for by its use the young folks learn to trace the events of Bible history in chronological order from Genesis to Revelation, in the attempt to find what occupies the mind of the thinker. This game is equally enjoyed by the children of the house, the middle-aged parent, the transient guest, and the gray-haired grandsire. The older players, by careful questioning, can bring out new points about the character, God's manner of dealing with him, and something of the work he gave him to do. Thus much Bible knowledge may be acquired.

◆

Write the accompanying list of animals, trees, plants, etc., on a sheet of paper; then cut apart and paste on small cards. The answers are to be written on a separate sheet, which

should be kept out of sight. Thus several games may be played with the cards.

The cards may all be held by one person, who reads the questions one at a time. The first one to answer a question receives the card, and the player who holds the most cards at the end of the game wins; or the answers may be given only in turn, as in a class.

The cards may be divided among the players. The first player reads one of his questions to his neighbor on the right. If correctly answered, the card is won and laid on the table by the winner, who in turn reads one of his questions to his right-hand neighbor, and so on until all cards are used.

Rules will suggest themselves and new ways of playing. One player may be chosen to verify the answers from the Bible.

1. Foxes. Judges 15:3, 4.
2. Lions. Daniel 6:16.
3. Ant. Proverbs 6:6.
4. Viper. Acts 28:3.
5. Grain. Genesis 42:3.
6. Seal. Exodus 26:14.
7. Oak. Genesis 35:4.
8. Sycomore. Luke 19:4.
9. Raven. Genesis 8:7.
10. Barley and Wheat. Ruth 2:23.
11. Quails. Exodus 16:13.

12. Cedar. 1 Kings 5:6.
13. Sparrow. Matthew 10:29.
14. Mustard. Matthew 13:31.
15. Bees. Judges 14:8, 14.
16. Lion and Bear. 1 Samuel 17:34-36.
17. Wolf. John 10:12.
18. Moth. Matthew 6:19.
19. Juniper. 1 Kings 19:5.
20. Ox. Deuteronomy 25:4.
21. Bulrushes. Exodus 2:3.
22. Fishes. John 6:9.
23. Palms. John 12:13.
24. Peacock. 1 Kings 10:22.
25. Grapes. Numbers 13:23.
26. Camels. Genesis 24:20.
27. Sheep. Genesis 29:10.
28. Frogs. Exodus 8:6.
29. Swine. Luke 15:15.
30. Lilies. Matthew 6:28.
31. Hornets. Joshua 24:12.
32. Cock. Mark 14:72.
33. Shittim. Exodus 25:10.
34. Doves. John 2:16.
35. Eagle. Deuteronomy 32:11.
36. Ram. Genesis 22:13.
37. Flies. Exodus 8:24.
38. Lentils. Genesis 25:34.
39. Locusts. Judges 7:12.
40. Calf. Luke 15:23.
41. Grass. Genesis 1:11.
42. Fig Tree. 2 Kings 18:31.
43. Goat. Leviticus 16:21.
44. Olive Leaf. Genesis 8:11.

45. Gourd. Jonah 4:6.
46. Horse. Job 39:19-25.
47. Tares. Matthew 13:25.
48. Gopher. Genesis 6:14.
49. Locusts. Matthew 3:4.
50. Ass. Numbers 22:28.

## X

### Guess!

Give word pictures, thus: "I see a man driving along in a chariot. Now he stops in front of a house. A man comes out with a message. Upon hearing the message, the man in the chariot appears very cross, but after a little conversation with his servants, they drive off in the direction of a river. Who was the man in the chariot, and what was the name of the river?"

Have a box of Perry Pictures. Describe one of these; let the children find it. Thus: "There are children and grown people in the picture. Some are sitting down; some are standing, and there are two boats." Of course the picture proves to be "Christ teaching from a boat."

Bible charades make the Bible characters real. Let half of the children go into another room. Then have two of them return and begin the motions of reaping, while another follows behind picking here and there, especially when the reapers pretend to let a bunch fall. The guessing half of the players will be apt to call, "Ruth."

Then the guessers act a character. Have one boy weep, while others go off in the corners, some turning their backs. This is "David weeping for Absalom." "The selling of Joseph," "Deeds for Jeremiah's field," and "Hunting the lost coin" are other subjects.

◆

Give a Bible problem, thus: Methuselah's age + number of years the children of Israel were in the wilderness — age of Noah at time of flood + number of times children of Israel marched around Jericho + number of proverbs King Solomon spoke — number of years Jacob served Laban for Rachel + number of furlongs Bethany was from Jerusalem ÷ number of years Solomon was building the temple × number of sons Jacob had =?

(The answer is 5,868.)

◆

Dress up one child to represent some Bible character, having him tell the story of the one he represents without telling name; the others then guess who he represents. (Use shawls, sheets, scarfs, etc.)

◆

A good way to teach a Bible story is to conceal the names of the characters. It is surprising to

see how eagerly the children turn to their Bibles to find the name for themselves. Soon they will wish to tell a story in the same way, to see if mother can tell the names!

Let the leader tell some fact about a character in his mind. Then, whoever recognizes him makes another remark about him, and so on until enough light is thrown on the character for all to name it.

Let each child in turn have in mind the name of a Scripture character, or of one of his brothers or sisters, and announce that the name chosen may be found by guessing Bible characters for each initial of the name in answer to questions. Here is an example:

Who was the beloved physician? Luke. **(L.)**
Who fed 100 prophets in a cave? Obadiah. **(O.)**
Who was taken to a mountain to be sacrificed? Isaac. **(I.)**
Who was called in the night by the Lord? Samuel. **(S.)**

There is a game made up of questions like this:

In the quiet seclusion of a seat of learning in an Eastern city, five persons may be seen advancing

towards a woman, whom we readily discern, from the raised position which she occupies, to be some one greatly respected by all around her. They have come as a deputation from a monarch who is in anxiety as to what course to pursue and desires to inquire of God by her. She accedes to his request and returns a message of judgment from God against the nation and a message of mercy to the king for having humbled himself in the sight of God.

The players will suggest clue after clue, until the story is found, in 2 Kings 22:12-20. The printed cards are unnecessary; those made at home are often more helpful.

Take building blocks of various shapes and sizes and represent Bible scenes (as illustrated in books at hand), using columns or spools for men and women, and shorter columns for children. Represent buildings by rectangular blocks. Then ask the children to guess what has been represented. Encourage the boys and girls to choose their own subjects and use their own ingenuity in representation.

Children are fond of making and giving Bible conundrums. Here is one:

**M** struck **R** and out came **W**

Answer: Moses struck the rock and out came water.

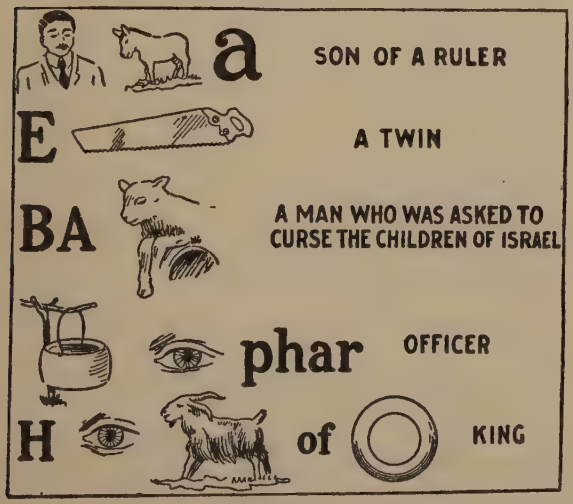
◆

Take the names of Scripture characters, and write them thus, for the children to guess:

A**m—First man.
M***s—Man who led children of Israel.
A***n—A priest.
O****s—Mountain near Jerusalem.

◆

From newspaper advertisements cut letters and pictures, and arrange Bible puzzles. Thus:



When the children are weary of other pastimes, it may be helpful to try this acrostic or similar acrostics made at home:

AN ACROSTIC OF BIBLE WOMEN.

1. The subject of a great miracle.
2. The mother of a great prophet.
3. One whose father and brother bore the same name.
4. A Moabitish woman who married an Israelite.
5. Wife of one of the patriarchs.
6. An aged prophetess.
7. One whose son was an answer to prayer.

The first letters spell the name of a prophetess and leader of Israel.

ANSWERS.

1. Dorcas.
2. Elisabeth.
3. Bernice.
4. Orpah.
5. Rachel.
6. Anna.
7. Hannah.

Initials—Deborah.

## XI

## Occupations for Busy Fingers

Pictures are a great attraction to the children. Gather all that can be found. Seed catalogues will yield their colored plates of flowers or fruits; magazine advertisements will furnish pictures of cats, dogs, horses, cattle, sheep and birds; circus handbills may be despoiled of pictures of lions, tigers and other wild animals. Keep these in a box and exhibit on Sunday only, while stories from the Bible relating to each one are told. When old enough to use the scissors themselves, let the boys and girls cut their own pictures from the papers. Then have at hand a dish of paste, some brushes, and cardboard from old boxes. Encourage the children to paste the pictures on the cardboard. Never separate the pictures and the stories from the Bible. It is usually possible to find an appropriate text for each picture.

◆

Make a Sunday scrap-book, each page headed with the name of an animal, bird, insect or flower mentioned in the Bible. Assign one page for each Sunday. Have the children search for

verses containing the name of the animal for the day, and write these under the name, thus:

ANT.

Go to the ant, thou sluggard; consider her ways and be wise; which having no chief, overseer, or ruler, provideth her meat in the summer and gathereth her food in the harvest. (Prov. 6:6-8.)

The ants are a people not strong, yet they provide their meat in the summer. (Prov. 30:25.)

After all the verses have been copied, let each child paste on a picture representing the subject. Then, after a general talk on the day's topic, let the mother draw from the children the lessons to be learned, and let these be written in the scrap-book, thus finishing the page.

◆

Let the children help in making a Sunday-story scrap-book. Clip the material from the religious papers taken by the family.

◆

Let each child trace with slate and pencil his own hand, and write on the fingers and thumb a short Bible verse, or four lines of a hymn. Father or mother may draw the baby's hand, and write for him. Let the work of each be shown and read aloud.

Paste Bible pictures on cardboard and cut into puzzles, to be put together. Perry Pictures, or the Primary lesson pictures, may be used for this purpose.

The Primary lesson pictures, having been carefully kept, may be spread out on Sundays, classified, reclassified and searched over for any bearing on the Sunday-school lesson of the day.

In a book made of manila wrapping paper, sewed with twine, have the children draw their own illustrations of Bible stories. Use an ordinary five-cent box of colored crayons. The drawings may be crude, a mere vertical line representing a man, while an inverted V represents a soldier's tent. But the children will be interested.

Draw shepherd's crooks on pretty paper, cut them out, and write on the verses about the great Shepherd.

Cut out swords and other war implements of the Bible. Find and read verses where they are mentioned.

Draw Bible verses in large letters, and color, to make mottoes to hang up in the rooms of the children.

Let the younger children work, in colored silks, sewing cards illustrating the golden text. The verses should be memorized while the fingers are busy.

Read aloud a story or a part of a book, and ask the children to draw some scene referred to. Pilgrim's Progress is a favorite book for this purpose.

A cheap blank book, with lead pencil attached, is a good thing. Separate letters to father and mother may be written on its pages, which may then be torn out, folded, addressed, and delivered. These letters may contain enclosures of tissue paper on which has been traced a blackboard illustration or text. They may contain original drawings, or pictures that have been colored with crayons, or there may be merely the words, "I love you," decorated with small stars.

When the children are small, tell them Bible stories for a little time, and then make a big

brown paper boat (folding up a large sheet in the usual way) and call it Noah's Ark. Then each Sunday let them make, from copies, one or two paper animals to go into it. After drawing and painting these, cut them out double; by pasting the upper parts together and leaving the legs separate, they may be made to stand.

Let the children prepare prescriptions for various ailments, to be written upon pieces of paper two inches square. These should be rolled up and wrapped in bits of pretty tissue paper, then put away and used when needed during the week. Examples:

Cure for Quarreling.—Kind words are a sure cure; give liberal doses, or, Return a kind deed for an unkind act.

How to Keep Sweet.—Keep in touch with Jesus, or, Remember the Golden Rule.

Some other subjects: Cure for mischievous fingers; teasing; anger; a sharp tongue; how to make others happy; how to keep a pure heart; how to keep a clean mind.

A few helpful powders and potions: Psa. 50:15; Psa. 126:5; Psa. 126:6; 2 Chron. 16:9.

Make a paper chain of pretty colors, the children writing verses from memory on each link before chain is put together. For each new verse

learned add another link. Hang the chain up, and when long enough, stretch across the room; the children will be eager to add new links each Sunday.

◆

Use the children's blocks to build a castle. Choose white blocks for the foundation, and on these write with a pencil such words as "truth," "honor," "obedience." Have the children look up texts on these qualities.

◆

Take Perry Pictures and other Bible pictures, souvenir postals, and Christmas and birthday cards, and paste in a scrap-book, writing under each an appropriate verse from the Bible, found by the children under the mother's guidance. It will be a surprise to note how rich the Bible is in material descriptive of almost any picture. In one home where this was tried these words were written of this plan:

"A picture of an Esquimau with his boat in the ice, had this verse from Job: 'By the breath of God, frost is given, and the breadth of the water is straitened.' A railway viaduct in the mountains had one from Isaiah: 'I will make all my mountains a way, and my highways shall be exalted.' A very ragged, very happy-

looking boy said to us: 'Is not the life more than meat, and the body than raiment?' And a sad face behind prison bars reminded us that 'the way of the transgressor is hard.' For some Indians and Chinese there were two verses: "Hath made of one blood all nations of men for to dwell on all the face of the earth,' and 'These are the nations whom the Lord left to prove Israel by them.' We thought there could be no verse for two flights of stairs, in an old Colonial house, and were surprised to find in Kings: 'They went up with winding stairs into the middle chamber, and out of the middle into the third.' The grass of the field, the fowls of the air, and fish of the sea, all found some fitting reference."

◆

With pencil and compass represent on a sheet of paper the face of the clock ticking on the mantel-shelf. Draw twelve radiating lines. In the wedge-shaped spaces thus obtained, texts of Scripture may be neatly inserted. The number of words in each text must correspond with the number on the dial plate, and must contain the key word. This key word ought to be one of frequent occurrence in the Bible, such as "love," "come," "trust," "believe," "wise," etc. Suppose "wise" to be the word chosen. Write the word

"wise" and the passage where found in the wedge-shaped section under one o'clock, and also in a circle drawn at the center of the clock face. Finish the clock as in the illustration. A concordance should be consulted only when all other searching proves fruitless.

## XII

## Tested Programs

A family entertainment is often helpful. Each member should be required to prepare something for the program, though it may be of the simplest nature. Here is a specimen program:

(1) Mendelssohn's "Consolation," by the musical boy. (2) Recitation, by the entire family, of a familiar Psalm. (3) Recitation by the kindergarten child. (4) Short reading by the father. (5) Instrumental music. (6) Selection of poetry by an older child. (7) Recitation of the day's Golden Text by the very little one. (8) Reading by mother. (9) Selection by a child. (10) Grand "sing"—each one selecting a favorite hymn or gospel song.

In many homes souvenir post-cards have been found an aid to the mothers in interesting and instructing the children. One mother has thus told of her post-card plan:

I do all my own work, but manage to take a little time in the evening to find out any little historical fact concerning any pictures or cards we may have received during the week, and then see what spiritual lesson we can draw from it. For instance, we once had a card "Niagara Falls in Winter." Attention was called to the ease with which the tourists come down the icy mounds on their sleds; but what about going up again? So with

the slippery paths of sin. So easy to tell the first lie, then a second to cover up the first. So easy to send a wrong story rolling, about a little school-mate, until it spreads so far and grows in the spreading that when we hear it again we scarcely recognize it. But what about undoing the lie? Then the children were ready to hear briefly about Jesus, who alone can "Keep the tongue from evil, and the lips from speaking guile."

The "Public Gardens, Halifax," was quite an interesting study to the children as they tried to study the shadows. When they had fixed their eyes on the reflections in the water, I asked them: "Whom are you reflecting, Jesus, or Satan? It must be the one or the other. Have you ever made a little boy or girl fall in love with Jesus through your true reflection of Him, or caused some dear little one to say wicked things because you have been Satan's reflectors?"

"Ralph Connor's Church, Winnipeg," is another card. Of course the story of "Shock," the hero of the story in the "Prospector," wins them right away, especially the humorous sayings of Ike, and how "Shock" led so many of those rough men to a better knowledge of the Master whom he had delighted to serve since he was quite a young boy. Then we told about the many advantages there are in giving their hearts to Jesus when they are young.

Then we turned to the card, "British and French Warships in Sydney Harbor, N. S." My little boy is very fond of this card because of the ships. We always examine this card carefully with the observation that there is no steam to be seen. However, we relieve him by telling him that there are fires kept going all the same, and if an enemy was coming suddenly upon them they would soon let them see that they had steam in

reserve, by very quietly going out to meet them, and fighting bravely. So, if they go off to school in the morning without praying to be guided by Jesus, they are just little ships on the sea of life, without steam. Prayer gets the steam up for victory. And Satan trembles when he sees the smallest child upon his knees, because he knows that he will be defeated.

A part of the afternoon may be given up to the meeting of a Family Junior Christian Endeavor Society, of which all the children are members. The Junior pledge is used. This society has the regular officers and committees, these being composed of two members instead of three. The Junior topics are used for the meetings, which are led by the members in turn, and are conducted in the usual way. The social committee may give a social or a Christmas entertainment, or an Easter concert. The programs, while arranged and carried out by the children, should be censored by the parents.

Select a proverb or a Bible verse. Select Bible references, each of which contains one word of the selected proverb or verse. Suppose the proverb is, "A son finds paradise at his mother's knee" (from the Quran). The references may be Proverbs *22*:1, Proverbs 15:20, Matthew 7:7,

Philippians 3:20, Luke 2:47, Matthew 8:3, John 19:26, and Philippians 2:10. These should be looked up, and a word chosen from each to build the proverb. Help may be given by a suggestion, as, in this case, "The first word is a very little word; to the third word 's' must be added, while the seventh word must be put in the possessive case."

◆

In one home the "Cozy Club" has been organized for Sunday afternoon purposes.

There was a finished room in the attic where Spencer, Rob and Herbert kept their "collections." An old packing-box cabinet held the boys' specimens of ore, arrow-heads, shells, etc. A huge sheet of heavy wrapping paper tacked on the wall had newspaper headings from nearly every city in the country pasted on it. Flags draped the windows, and the boys' efforts in manual training work furnished the room with chairs and window-seats.

To this room on Sunday afternoon at three, mother, the boys, and Hetty, the maid, repaired, in response to a notice tacked on the attic door, reading: "The Cozy Club will meet Sunday, November 4th, at 3 P. M., in the Club Room. Public Comfort Committee: Spencer. Literary

Committee: Rob and Hetty. Refreshment Committee: Mother and Herbert." Herbert, who was the "baby," was generally put on a committee with a grown-up. Hetty had her Sunday afternoons off, but usually the attractions of this Christian home were so strong that she did not leave the house until the club meeting was over.

The Public Comfort Committee always attended to the ventilation of the club room, seeing to it that the windows were open for a time before the meeting, to air out the dusty, attic smell, and on cool Sundays the oil-heater was lighted and the room cosily warmed. In the summer the windows of the attic were thrown open, and the breezes swept clear through, making it the coolest place in the house.

The Literary Committee decided what part of the Bible story-book Mother should read, and for a full hour the wonderful stories held their attention as none others ever did, and the boys carried from their childhood into manhood a love and a devotion to the dear old Book, which had been created and fostered mainly by those delightful Sunday afternoons. And for the maid it was the most homelike and helpful hour of the week.

The reading over, the Refreshment Committee arose, and from a cupboard in the corner (also of the boys' making) brought the refreshments.

On a November afternoon there were filled saucers of hickory nuts, the first of the season, with new horse-shoe nails for nut-picks.

On summer days, when the afternoons were longer, the program was lengthened by music. Rob had an autoharp, and Spencer had several ocarinas, and they played and sang the old hymns.

## XIII

### Object Lessons

Give a little white of egg in a saucer to each one, add alcohol to the egg, a little at a time, and stir. Notice the clear white of the egg, or albumen, change to the thick white substance. (The blood of the body is composed largely of albumen.)

Make a rough drawing of a bee-hive on a blackboard, or on a larger paper pinned to wall. Have the children repeat verses beginning with letter B, for each verse repeated allow them to draw a bee near the hive. Tell each to strive to make the most and best. A few B's: Ephesians 4:32, Romans 12:16, Matthew 5:48, James 1:22, Psalm 31:24, Revelation 2:10.

Take a small magnet, then a carpet-tack, a small nail, and a very large nail, presenting each of these, in turn, to the magnet. Then say to the children: "See how quickly the little tack is attracted to the magnet, the small nail clings more slowly, while the large nail has to be fairly coaxed before it will hold to it. That is just the

way it is with people becoming Christians. It is very easy for a little child to come to Jesus, it is a great deal harder for a big boy, and almost impossible for an old man.

A Bible verse written with lemon juice on a piece of white paper is invisible until exposed to the heat of the fire, when every word flashes with great clearness. This experiment gives an opportunity to teach not only the written verse, but also the fact that God sees all we do, even though our actions are hidden from the sight of every one else.

Place a large dish of white lilies before the children. Note their beauty and fragrance. Read from the Bible about the "lilies of the field." Teach them that we, by our daily life and example, may be as pure and sweetly fragrant as these. At close of lesson, pin carefully on each child a pure white lily and note its effect.

Teach the children to loyally guard and cherish our nation's flag. Procure tiny flags, or pictures of flags, from the other countries. Give

to each a tiny flag of his own land, and note how proud he is of it.

◆

During the week let each child bring in something—a deserted bird's nest, a lump of coal or a leaf. On Sunday talk of the objects brought, emphasizing that, "The earth is the Lord's and the fulness thereof," and that:

He prayeth best who loveth best
All things both great and small,
For the dear God who loveth us
He made and loveth all.

◆

A mother says:

"Just before bedtime one Saturday evening my brother, who had recently returned from Europe, presented each of the boys with an Alpine horn. 'Oh, dear,' was my first thought, 'what will we do with them to-morrow?' Then an idea flashed in my mind: 'Boys,' I said, 'if you will let me keep those horns until to-morrow afternoon, at three o'clock we will go up into the garret and blow down Jericho.' Quietly relinquishing them, they marched off to bed, and did not once mention them until after dinner the next day. As the clock struck three on Sunday afternoon, armed with a box of building blocks and a large Noah's Ark, and the three horns, we

ascended to the attic. As the city of Jericho was slowly built block by block, the story was very carefully told in all its details. The little room upon the town wall in which Rahab dwelt with her family was carefully placed in position, the Noah's Ark people representing them.

"Everything being finished, the marching began. Round and round the little ones tramped, blowing the horns with all their might, until a touch of a foot upset the whole structure, and in a minute the mimic wall lay as flat as did that of the oriental Jericho after Jehovah and the Israelites had encompassed it seven days.

"Had anything been accomplished? Yes. A Bible story had been told in such a manner that it was impressed upon the memory, while the new toys had been thoroughly enjoyed, and yet the fourth commandment, from the children's standpoint, had not been broken. After it was all over they were perfectly willing to lay their horns aside until Monday."

## XIV

### Afternoons Out of Doors

Here are some actual experiences of families on vacation, or making the best of opportunities for home outings:

At the seaside.

"We gathered on the beach and talked of God's wondrous ways in leading the children of Israel through the wilderness, and of the tabernacle they prepared for him. Then the little ones drew in the sand the outlines of the tabernacle. Using the prettiest pebbles they could find, they put the furnishings in place. Then, heaping up the sand like tents, they made the encampment of the tribes of Israel, and the tents of Moses and Aaron, one on either side of the door of the tabernacle. Later in the day, as one after another repeated verses, the children placed pebbles in a pile, one for each verse.

◆

"We were spending the summer at the beach, in a tiny cottage. Sunday was the day for a special excursion from the city and towns near by. I felt that the Sabbath was the day for me to get especially near to my children and to God.

Therefore, instead of taking a walk on the beach, we determined to take a longer journey, and an imaginary walk through the Pacific. We prepared for our journey by choosing a leader, who, after diligent search, selected a rod as a staff and weapon. Our first Sunday began with the story of Moses, of Israel's hosts in Egypt, and the ten plagues. The children had taken with them their colored pencils and box of paints, so, with the aid of these, paper, shears, and old magazines, they cut, or made and colored, emblems which to them represented the plagues. When each was placed in its order on the chart, even the youngest could mention the ten as they occurred, and the stories connected therewith. Exodus 20:2 was then learned and materials put away for use the following Sunday.

"Our next effort was in reproducing the Passover table. This sacred feast required much explanation, but the children caught the thought of a prophetic type, when they laid the picture of the lamb on the table, and understood that the Israelites looked forward for atonement for their sins to 'the Lamb of God,' to whom we look for forgiveness. Then came the story of the Red Sea, and their vivid imaginations could picture the drowning of the Egyptians. We chose our verse from Moses' song of triumph, Exodus 15.

"Our next Sabbath was spent in reproducing Marah and Elim and in making quails and scattering manna. The latter was easy to do, as tapioca furnished a good substitute, and the children found great delight in folding paper and cutting the birds out double so that they could rest them on the table. Twelve tiny cups of water and seventy twigs from the tree in the yard, placed upright—through holes in the lid of a box—represented Elim very clearly.

"Joy was full in fashioning the tabernacle and in making and arranging the tents occupied by the people. To make these tents bits of white paper were cut in oblong shapes and creased through the middle, the short way of the paper. This led to an inquiry as to the number and arrangement of the tribes. Then the tabernacle itself required all their ingenuity. A large pasteboard box was used for want of something better, a wide entrance cut in the front, and a curtain set apart the Holy of Holies. The box was sloped a little at the top and a ridge-pole secured to hold in place the three coverings. These substitute coverings were chosen from material at hand to reproduce as nearly as possible the colors and material of the tabernacle of the Israelites. The ark of the covenant, a small box covered with gilt paper, was placed,

its wonderful meaning, use and materials explained, and within it was put a thimble filled with tapioca (manna), two flat pebbles (tables of stone), and Aaron's rod, a twig with a bud on it, found after diligent search.

"The furnishing of the Holy place required another Sunday afternoon, for the altar of incense with its furnishing of perfume and spices, the table of showbread with its twelve loaves cut carefully from the large square crackers, and the golden candlestick took much time. The latter was cut from paper after a model found in the Bible dictionary, gilded and glued to a standard. The laver and altar of burnt offering were substituted or manufactured from some of their toys.

"This, with other detail and story work, consumed many Sabbath afternoons, and though several years have passed since those happy days, these children are still authority on the tabernacle and its furnishings."

◆

Under the trees.

"In pleasant weather we very often walk to the woods. Many times on these rambles I have taken various members of my Sunday-school class whose afternoons are not provided for. Under the mighty oaks and beeches there are myriad things to entertain both big and

little children. Here many ways lead up to God, plain paths for little feet, and the conversation is easily guided in their direction. I try to do this so lovingly that the children unconsciously love Him; so sincerely that no doubt creeps in; so tactfully that they do not know I teach. The careful shaping of a nest, the store-house of a squirrel, the slender, swaying stalk of a flower, the bright-hued leaf, the clear spring in the hillside, or the thick bark of a tree, each in its own way carries its lesson and tells of the Father's care. It does not need many words, for children are quick to understand and more susceptible to beauty than grown-ups. During the summer we often take a small basket of lunch and stay under the trees reading and talking until darkness comes."

"On Sunday we would go away from the crowded shore, among the trees to a quiet place, to study and recite Bible verses. The mother would give a blade of grass for each verse, and a leaf for its location in the Bible. After spending some time in this manner, we would count and see who had recited the most verses. By this simple device, we were so interested we

began to learn the Word through the week in order to have verses for Sunday."

"As the children grew older, there were delightful walks in the woods and fields, and they came home with treasures of all sorts from the first pussy willows to the brilliant leaves of autumn or the gold of witch hazel in November, full of eager tales of the wayside and brookside, of birds and blossoms. They knew where the earliest hepaticas came in their furry coats, and early every spring brought to the mother at home the dainty blue and pink flowers with their rare perfume. These walks were always with their father and gave needed exercise to the active limbs out in God's fresh air and sunshine, while they were becoming acquainted with his beautiful world; and the mother had time for a good rest."

"The children liked to illustrate Bible stories as they gathered in the shade. Mother, sitting in her rocker, would assign a little space in which they could fit up a Garden of Eden, and while the children went here and there through the yard to find little branches for trees and clover or other wild blossoms for flowers, she could

catch many moments for her own reading. When these branches and flowers had been set up in the grass in the place assigned, and the children's imagination had transformed it all into a beautiful Eden, mother would again come into demand to prepare a whole menagerie of animals—all cut out roughly with scissors from common newspaper, varying little in shape, but easily transformed, by imagination, into creatures which the children took pleasure in naming. A paper man and woman were last made, and the whole story gone over carefully, the children themselves telling it.

"The story of David and Goliath was one they particularly enjoyed — the whole thing being made very vivid by tents for the two armies (just points of paper with a common base which could be grouped in any desired shape in the grass), soldiers galore (paper dolls cut as our mothers used to cut them with hands and bodies joined), the tall Philistine with his large spear, and the diminutive David with his sling."

◆

"I had two sons, seven and nine years of age; boys of the restless, active kind that must be 'doing.' Not far from our home was a large tract of well-wooded land. On each Sunday

afternoon during the summer, when the weather was favorable, we went out under a large tree, to study nature and nature's God. For the time I tried to forget my age and title of mother, and just to become a child again with the children. On the afternoon of our first visit we gathered a few small sticks, some leaves, and a smooth stone to serve as a hammer. With these we sat down under the old tree and began to carry out our plans. The first stick was driven firmly into the ground; another was placed horizontally across this, resting in a little crotch that we had been careful to have in the top of the first, or upright stick. With the aid of some string that we had taken with us, and by using two strong leaves of the plantain family, the boys were able to form a pair of scales, crude, to be sure, but after being perfectly balanced they answered our purpose exceedingly well; and the boys had made them; that fact gave them an added value.

"Now we were ready for our first lesson in 'honesty.' Pebbles, pieces of bark, and small bits of wood were gathered by the boys and weighed and exchanged, until the 'Golden Rule' was deeply impressed upon mind and heart; unconsciously, perhaps, but the principle was firmly fixed.

"Then the boys gathered flowers and weeds to represent the smiles and cross words in our lives. These, too, were weighed, the flowers counting for us and the weeds against us. With a new and deeper interest, the boys next listened to the story of King Belshazzar; how God weighed his good and bad deeds, and the sad result as teaching us to guard well our words and actions, for God sees and weighs them all.

"The baby Moses in the bulrushes furnished a beautiful lesson of God's care for the children. How interesting to weave the little basket from grasses gathered by the boys; to imagine the tiny flower placed within it to be the baby Moses; to set the ark among the imaginary rushes, in an imaginary river; and to place another flower in hiding to represent the devoted sister who daily watched the little ark with its precious occupant!

"On succeeding Sunday afternoons other Bible stories were told and illustrated in a similar way. We had thus the stories of Joseph sold into Egypt, Daniel in the lions' den, David and Goliath, the shepherd and his flock, Jesus feeding the hungry multitude, and numerous other stories.

"After our first Sunday under the old tree, some neighbor boy or girl was invited to spend

the afternoon with us, and the days were eagerly counted, so anxious were they for the story and the part which they were to have in illustrating it.

"As the boys grew older, their interest in the Bible and its teachings deepened; and at the ages of ten and twelve years they were both converted and united with the church. They have now reached young manhood, but they often refer to the friendly old tree and the many pleasant afternoons spent beneath it."

◆

"It is an ideal day, far too lovely to spend indoors, so a walk is suggested, and all readily agree. The little village is soon left behind, and a winding road is chosen, leading out into the beautiful country beyond. Father says: 'Now, children, suppose we try to remember verses from the Bible that speak of these beauties we see all around us.' Nature fairly teems with suggestions. Hills, trees, flowers, fields, rocks, birds, insects, sheep, cows, horses, etc., etc., bring to mind such passages as these:

Psalm 121:1, "I will lift up mine eyes unto the mountains: from whence shall my help come?"

Matthew 3:10, "Every tree therefore that bringeth not forth good fruit is hewn down, and cast into the fire."

Matthew 6:28, "Consider the lilies of the field, how they grow; they toil not, neither do they spin: yet

I say unto you, that even Solomon in all his glory, was not arrayed like one of these."

John 4:35, "Lift up your eyes, and look on the fields; that they are white already unto harvest."

Psalm 18:2, "Jehovah is my rock, and my fortress."

Luke 9:58, "Foxes have holes, and the birds of the air have nests, but the Son of man hath not where to lay his head."

John 10:11, "I am the good shepherd: the good shepherd layeth down his life for the sheep."

Genesis 1:25, "And God made the beasts of the earth after their kind, and everything that creepeth upon the ground after its kind."

"While resting under a large oak tree, a little box is produced. The cover removed, a number of tiny rolls of paper are revealed. They are about half an inch wide, three inches long, and all colors of the rainbow. A Bible conundrum is printed on each, and the passage where its answer may be found. Each selects one, reads the question aloud, answers it, if possible, and if not, passes it on, the successful one keeping it until the close of the game, when all the rolls are counted, and the one having the largest number wins."

When under the trees on a summer afternoon it would be interesting to ask these nature questions from the Bible, the answers to be searched for until found:

1. What animals did Samson use to punish the Philistines?
2. What animals were in the den with the prophet?
3. What insect is commended as an example by Solomon?
4. What clung to the hand of the shipwrecked Paul?
5. What did Joseph's brethren go down to buy in Egypt?
6. The skin of what animal was used for the outer covering of the Tabernacle?
7. Under what tree did Jacob bury the jewelry of his household?
8. What kind of tree did Zaccheus climb to see Jesus passing?
9. What bird did Noah first send from the Ark?
10. What grains were gleaned by Ruth?
11. What meat was provided for the Israelites in the wilderness?
12. What kinds of wood were used in building Solomon's Temple?
13. What bird was worth two farthings?
14. What plant of marvelous growth is mentioned in a parable?
15. What insects are mentioned in Samson's riddle?
16. What fierce animals were slain by a young shepherd?
17. What other animal was dangerous to the sheep?
18. What destructive insect is mentioned in a sermon?
19. Under what tree did Elijah sleep?
20. What animal did the threshing?
21. Of what was the little ark made for Moses?
22. With what did Jesus feed the multitude?
23. What did the people carry as they went out to meet Jesus coming into Jerusalem?

24. What ornamental bird was imported by Solomon?
25. What fine specimen of fruit required two men to carry it?
26. What animals were watered by Rebekah at the well?
27. What animals were watered by Jacob for Rachel?
28. What was the second plague?
29. What animals were fed by a famishing man?
30. What flowers are mentioned in a sermon?
31. What insects helped drive the enemies of Israel from the Promised Land?
32. What reminded Peter of his faithlessness?
33. Of what wood was the Ark of the Covenant made?
34. What birds were sold in the Temple?
35. What bird is mentioned as training her young?
36. What animal was sacrificed in place of a youth?
37. What was the fourth plague?
38. Of what was Esau's pottage made?
39. To what insects were the armies of the Amalekites and Midianites likened?
40. What animal was killed on the return of the prodigal son?
41. What is the first vegetation mentioned?
42. What fruit tree was commonly planted?
43. What animal was sent into the wilderness to carry away the sins of a people?
44. What did the dove bring to Noah?
45. What plant grew up in a night?
46. What animal was used in battle?
47. What troublesome weed grew among the grain?
48. Of what wood was Noah's Ark made?
49. On what did John the Baptist subsist in the wilderness?
50. What animal rebuked his master?

## XV

## Helping Others

"The best times we ever had were those when we were trying to help somebody," was the judgment of a child who was speaking of the Sunday afternoons at home. A few ways of being a blessing to others on God's day are here detailed by those who proved them in their own homes.

"When the children grew older, we had one year a 'Sunshine Society,' which held its meetings every Sunday afternoon. The boy was president, the older sister secretary, the younger sister treasurer, and Mother the vice-president. The object of the society was indicated by its name. There were a constitution and by-laws; at each meeting the secretary read the minutes of the preceding meeting, there was a short program conducted by the president, and the small treasurer, who didn't always enjoy the literary exercises, took up the collection! When the pile of pennies grew large enough, the secretary sent them to a Fresh-Air Home in the East, and the

children were so pleased when the letter of acknowledgment came."

"We have a small kitchen garden as well as a flower garden. Each of the children has a bed that he calls his own and takes pride in caring for. They sometimes draw cuts to determine the kinds of flowers that each one shall raise. Sunday afternoon is generally the time when the flowers are distributed among their sick friends. Sometimes a card with name and verse is attached and loving thought always accompanies the gift."

"From red cardboard we cut hearts which we decorated with gilt and scrap pictures, and nearly forty valentines went to gladden the little people in a school for crippled children in the near-by city."

"Just before Christmas we took all the old Sunday-school papers and made them into books to be given through the school and kindergarten to the little children to whom bound books are unknown. We used manila paper for covers, which, when decorated with a pretty card, a

'Merry Christmas,' and tied with bright ribbon, made the books really very attractive."

"Our little lad enjoyed the Sunday afternoon Bible stories so much that he thought they were too good to keep to himself, particularly as there were a number of little friends who enjoyed a romp on our lawn, and with no higher idea of the Sabbath than displaying their fine clothes and having a good time. So we suggested that they come inside and play Sunday-school, adding the bait of candy at the close. To this they readily agreed, and enjoyed the novelty so well that they came regularly each week, often bringing others, until we had quite a large class, most of whom listened to the story of the cross and the gospel message for the first time, although they hailed from well-to-do American homes."

"I was greatly annoyed by a number of little boys stopping in front of my window on Sunday afternoons to play. This was my only free day, and I felt that I wanted to enjoy a quiet Sunday afternoon. Their noise disturbed me so that I could not read with any satisfaction, so I planned for some way to stop it. Had I followed my first inclinations I would have driven the boys away,

so annoying had they been, but I knew that this would not be a Christian act. At last I decided to give up my Sunday afternoons to these boys, if I could interest them in any way.

"On the Sunday following the making of this resolve, I watched for the boys, and when they came up I went out and began to interest myself in their play. Soon one of them came up with a gun prepared for shooting some birds that usually perched in a tree near by. They ceased their game of leap-frog to talk about the gun. I, too, was interested in the gun, for I did not want it used about my home, nor on Sunday. Yet I did not scold the owner for having his gun on Sunday, nor for trying to kill the little birds, but began telling them of how one little boy killed a large man with only a little sling-shot. They did not at once recognize the story of David and Goliath, and thought it a story of some little boy in their own generation.

"It was rather cold, and before completing the story I told them that I could not remain out with them any longer, but if they would come in I would tell them the remainder. All gladly followed me, the gun having been forgotten; and though they were boisterous on entering the room, they soon became quiet and permitted me to go on with the story. I told them all I could

about David, beginning with his life as a shepherd boy and ending with his death, allowing them to ask questions and showing them all the pictures I had bearing upon the story in any way. The time passed rapidly, and darkness came upon us long before the boys were ready to leave. They begged me to allow them to come again, and I asked them to come back on the following Sunday.

"There were eight boys on this first Sunday, and during the week one came to ask me if he could bring his two little brothers with him when he came next. On the next Sunday afternoon I had prepared for them a story of a little boy who lived in the slums of Chicago, and had never had any training except that which the boys of his class had given him—to do all the meanness he could without being caught. He lived on the streets, and naturally was very rude. One evening he went into the mission and was there converted, and afterwards attended the services regularly. He wanted to grow up like the missionary, and started to school, working in the afternoons to buy his clothing and books. He remained at home in the evenings until the opening of the mission, in order to study, and studied hard. He was fond of his books and took such a deep interest in acquiring knowledge that his

teacher became very much interested in him, and employed him in her own home, allowing him to continue his education and assisting him in every possible way. He became a polished man and a great Christian worker.

"This story greatly interested the boys, for in their ways they were very much like the little boy I described. They asked numerous questions about the slums and the missions. I dwelt long upon the boy's desire to acquire an education and to make something of himself, telling them that all little boys should strive in this way. The story had some effect, for they left the room very quietly, and never again did they run or jump into the room, or act in any way boisterously. When they returned on the following Sunday, each boy had his face and hands clean and hair smoothly brushed. I learned afterward that one of the boys had paid particular attention to the change in the appearance of the boy of the story, and during the week had told the boys that they should not have 'dirty hands when they go to see the lady.'

"I saw the needs of the boys and ministered to them in story form, giving them one lesson at a time. Each story represented one particular lesson, and I emphasized the point I wanted them to see.

"It required a great deal of time to select just the stories I wanted, but, having a large number of young people's story papers on hand, it was not such a difficult task, and it paid me well. I grew so interested in the boys that I looked forward to Sunday afternoon with greater pleasure than when I spent it all alone.

"Each Sunday afternoon we learned a passage of Scripture, and on the following Sunday quoted that with all those we had previously learned.

"So short a space of time as three months showed a great change in these boys. On the first Sunday afternoon they were very untidy, and only one little fellow removed his hat on entering the house. One afternoon I told them of a little boy who wanted to be polite, but would forget. He had his mother make a list of those things which he could not remember. One of these little boys requested the same of me, and then the other did likewise. They soon had memorized the list, and profited by it."

◆

"The children never ask to go to other homes on Sunday. But we do not discourage other children from coming to our home. And they enter into all our doings in a very sweet and

beautiful way. One little Bohemian boy, who spent one such afternoon with us, met me on the street a few days after and asked: 'When be youse going to have another Sunday at yourn house already?'"

"We cut out pictures for scrap-books. The scrap-books cost nothing, for we took old magazines or pictorial papers and covered up all the printed matter with pictures, leaving only the illustrations visible. After pasting them in, the children painted them, while I read to them. When they had finished these scrap-books, they gave them away to children in the infirmaries, so it made the work more interesting. They were mostly Bible scenes and pictures at first, but now they do any kind, considering the subject it is meant for sanctifies the deed."

"While I read, the children paint and make scrap-books for poor children, and draw texts and illuminate them, or illuminate some ready drawn. They have been painting Indian texts for the zenanas lately. These have gone to India now, and they have begun some Welsh texts for some poor people they saw in Wales last summer. The Welsh clergyman wrote some

out for them. They often do special texts for different poor invalids they hear of."

◆

"We bought a large clothes-horse, covered it on one side with heavy unbleached muslin, bordering each panel with cretonne, four inches wide, to outline the pictures. The reverse side was covered entirely with cretonne. The screen was covered during the week. On Sunday the children cut out the prettiest pictures they could find, and pasted them on the muslin panels, arranging them close together, or sometimes overlapping them a little to produce a prettier effect. When finished it was given to a hospital, where it not only gladdened the heart and eyes of a suffering little child, but also gave him the seclusion that is so desirable, and yet sometimes so hard to obtain in an overcrowded institution."

## XVI

### Missions

Tell an interesting missionary story. All missionary boards will furnish material. After the story, let each make little flags out of paper of the country about which you have been talking. Take up only one country at a time. Save all the flags to make a collection. (See flags of all nations in any dictionary.)

◆

Announce for the following Sunday a trip to India or China or Japan. Urge the children to be prepared to tell something of the manners and customs of the people, or of the country in which they live. Follow some good missionary in his work and travels. Teach the children to pray for their little dusky brothers and sisters across the sea.

◆

Cut from old magazines pictures of mission work among children for a scrap-book. Place the home mission pictures in one envelope, and the foreign in envelopes according to countries, writing under them the titles. Use only scissors on Sunday, leaving the sticky paste-pot for an-

other day. Keep the book for Sunday use in a box for Sunday toys.

◆

Name different rooms in the house after different foreign countries. If there is a collection of curiosities from these places, or photographs of missionaries, put them in the proper rooms, the hall between the rooms to be the ocean; then cross the ocean to the different countries, and talk about and pray for the missionaries of that land.

◆

"We formed ourselves into a mission band. As the object of our gifts we selected a little boy whose father and mother were missionaries in Turkey, and who was being educated in an American home for missionaries' children. At a certain time in the afternoon each one put his offering in the box kept for the purpose, and then we all knelt and asked God's blessing upon the money, the little boy to whom it was to be given, and ourselves."

◆

Have large envelopes at hand during the week, each labeled with the name of a different country,

as receptacles for clippings about missionary work, for use on Sunday afternoons.

◆

"When heroic tales of missionaries roused the spirit of the boys in our home until they wished they, too, could do such things, mother was ready with a suggestion that the way to be ready to do big things was to learn how to do small ones, and to the question, 'What can we do?' had always some errands of loving kindness for homesick or shut-in ones. Flowers or fruit, or whatever the gift might be, was called the 'cargo,' and mother and boys 'sailed' for a 'mission field' by going some roundabout way to deliver the message or gift. Is it strange that Sunday was a busy, happy day with those boys? They learned so much in unconscious ways about the loving Heavenly Father and his care; of the Saviour who was himself a boy and knew how boys felt, and of the Book of Books whose teaching fitted every need."

## XVII

### The Sunday Treat

A fact worth remembering is that healthy children like to eat under almost all circumstances, and are happy when so engaged.

◆

Give a pomegranate to divide and eat, while accompanying it with a talk about the tree on which the fruit grows. Speak of the woodcarvings of Solomon's Temple, and the ornamentation of the high priest's robe (Exodus 28:33, 39:24). There were blue, purple and scarlet pomegranates, alternating with bells of gold.

◆

Let the children go down cellar and get some apples. Do not have them eat them as quickly as possible, but pare them carefully and cut them in the thinnest possible slices. This is better for them than candy and lasts longer.

◆

In one home the Sunday treat is purchased by the children, and is a great secret all the week. About five o'clock they prepare a lunch of cake, sandwiches, etc., and when everything is ready the parents are invited to come and eat.

Instead of the father asking the blessing, the children and parents sing the grace, "Be Present at our Table, Lord."

◆

Sometimes little cakes decorated with chocolate may be made for the children. A Scripture text may be lettered on the top of each—to be learned by the recipient—or a single letter may be printed in the icing. The child who eats the cake must first think of as many texts as possible beginning with this letter.

◆

One mother writes:

"We always like to have the Sunday meals a little nicer than on other days; but, in order to avoid extra Sunday work, we prepare them, so far as possible, the day before. The Sunday morning oatmeal is eaten from prettier dishes, always called in our home 'the Sunday oatmeal dishes.' Often at dinner there is a little 'surprise,' which only mother, or mother and one of the others who helped prepare it, know about. Supper is a very light meal, but has its attractions. Recently, my baby, who is now a boy of twelve, was wiping the dishes for me at night, and said: 'I always think of something good when I see these little cups, because we usually have cocoa in them Sunday nights.'"

## XVIII

### Miscellaneous Hints

A Sunday book bought with the children's own money will add to their interest. They may also have their own papers, such as "The Junior Christian Endeavor World," "The Mission Dayspring," and "The Child's Hour," paid for by themselves.

Saturday night, when the baths are over and the children snugly in bed, let mother give them an extra half hour of story-talks, and no matter how naughty they have been during the day, let no word of harsh criticism be spoken, for is it not the eve of God's beautiful day?

Make a letter-box from an old cardboard box, keep it in a special place all week, and open only at a certain time every Sunday. Children and parents may write and answer letters to each other and drop in the box during the week.

Sunday morning the children may be allowed to put on their best clothes as quickly as their

various little helpings are done, so that they can sit down to breakfast in church-going trim. This will make them feel that Sunday is to be specially honored. Then, too, if there is a new article of clothing needed, effort may be made to have its first use on Sunday.

As the children grow older, let each one in turn arrange a program for Sunday afternoon, subject to revision.

The children may be permitted to take turns in being "Secret Councillor" to mother, as to something extra nice for Sunday dinner; the main requirements being that it could be prepared on Saturday, and that the expense be small.

This Sunday game, played at nightfall, is a help to a tired mother: Distribute slips of paper with the words "parlor," "hall," or "table" on them. The child drawing the slip is to quietly put his particular place in beautiful order. The oldest daughter may engineer this, to "surprise mamma" being a part of the pleasure.

Sometimes tell part of a story and finish it the next Sunday. This will often make

the children long for the coming of Sunday.

◆

Open up the cheerfulest, prettiest room on Sunday; give the best of everything to the children on that day. Soon they will feel that it is the best day of the week.

◆

If children have been to church and Sunday-school and kept reasonably still there, it is not always desirable to insist on their doing any one thing in the afternoon after they tire of it. One mother's children used to like to choose, in turn, what they would do for fifteen minutes. When the first period was up and the next one had his turn, all were generally ready for a change.

◆

At times children need guidance; again they are to be left to carry out suggestions in their own way. The wise parent knows when to guide and when to let alone.

◆

One wise parent says:

"We do not insist on all the dollies and playthings being put away. But we read their Sunday-school papers to them and tell them Bible

stories, and somehow the dolls are crowded out; father and mother are better than all the toys."

Parents may consider it good for the baby or others to be amused with a doll, maybe a "Sunday doll." But if an older girl should on some Saturday night, of her own accord, say: "Now, dolly, you must go to sleep until Monday, for to-morrow I am going to church," she is choosing for herself a way to "Remember the sabbath day to keep it holy," and should be encouraged in this as in any right choice. If, however, at another time, the same child should say to her baby sister: "I have done with dolls on Sunday, and you ought not to play with them," this spirit should be discouraged. She is trying to choose for another.

It is a good thing to have a Sunday library of the children's own. A mother says: "We have fifty small volumes for the little ones in a tiny cupboard by themselves, on the door of which is printed, 'Remember the sabbath day to keep it holy.'"

A Bible scroll has been found invaluable in thousands of homes. Here is the testimony of a

mother to its usefulness: "As the children turned the scroll, and picture after picture came in sight, they would strive to find something in each that I could not, and in the endeavor to prove that their eyes were smarter than their mother's every detail was carefully observed until such accurate and comprehensive knowledge of the whole was acquired that if the picture was covered and only one insignificant object or feature exposed, such as a small cloud in the sky, a bit of color, or a bunch of grass, they could name immediately the picture to which it belonged."

And here are hints from two others who have had the joy of teaching children to love the sabbath:

"As soon as the first baby was able to distinguish between her toys, a special box of blocks, a prettily dressed doll, with certain other coveted articles, were laid away to be brought out on Sunday only, the object being to impress the idea that on that day ordinary tasks were put aside and more agreeable occupations substituted."

"I was on a visit in the home of my brother, where were three boys, the youngest of whom,

four years old, felt left out. The first Sunday I was there he came to me and said: 'Auntie, I just hate Sunday. I am not well enough to go to Sunday-school, I can't have any playthings, I can't do anything. I hate it.' I said to myself, 'Here's my mission. What can I do for the child?' Finally, I found, among his many playthings, he had no slate. I got one, told him it was mine, and that I should lend it to him only on Sunday. He had heard a great deal about the Chicago fire, which had occurred only a little while before. Sunday after Sunday he pictured out that fire, the old cow that kicked over the kerosene lamp, etc. During the week he would often ask: 'When will it be Sunday?' One afternoon he came and asked: 'Auntie, haven't I been a berry good boy to-day?' I said, 'Yes, you have.' 'Well, couldn't you lend me the slate a little while?' I said, 'No, not till Sunday.' Because he only had it then, the charm lasted a long while."

# APPENDIX

## Books for Sunday Afternoon Use

These volumes may be ordered from The Sunday School Times Company; they will be sent, postpaid, on receipt of prices named:

### BOOKS ABOUT THE BIBLE

| | |
|---|---|
| Jesus, the Carpenter of Nazareth (By a Layman) | $1.50 |
| Paul of Tarsus | 2.00 |
| Stories from the New Testament | .25 |
| Stories from the Old Testament | .45 |
| The Gospel Story, in easy words, boards | .90 |
| The Gospel Story, in easy words, cloth | 1.20 |
| Bible Stories | .55 |
| New Testament Stories | .40 |
| Half Hours with the Bible | .60 |
| Children's Treasury of Bible Stories— | |
| Old Testament, postpaid | .35 |
| New Testament, postpaid | .35 |
| Three Apostles, postpaid | .35 |
| The Bible Story | 1.00 |
| The Shepherd Psalm for Children | .35 |
| That Sweet Story of Old (Sangster) | 1.25 |
| Beautiful Story Series (Elijah, Ruth, Solomon, Five Kings in a Cave, Jael and Sisera, The Jubilee, The First Easter, The First Christmas, Elisha, Samson), each | .25 |
| Children of the Bible Series (The Boy Who Would Be King, The Shepherd Boy, The | |

| | |
|---|---|
| Boy General, The Adopted Son, The Favorite Son, The Boy Who Obeyed, The Farmer's Boy, The Boy Jesus, The Captive Boy, The Boy at School, each | $ .25 |
| A Child's Story of the Bible | .50 |
| A Child's Life of Christ | .50 |
| Robbie's Bible Stories | .50 |
| Baby Bible Stories | .50 |
| Beautiful Stories from the Old Testament | .50 |
| Beautiful Stories from the New Testament | .50 |
| Story of the Bible (Sangster) | 2.18 |
| Boy's Life of Christ (Forbush) | 1.25 |
| Kindergarten Bible Stories (Cragin) | 1.25 |
| Jesus, the Carpenter of Nazareth (Bird) | 2.00 |
| One Hundred Bible Stories | 1.50 |

## MISSIONARY

| | |
|---|---|
| My Dogs in the Northland (Egerton R. Young) | $1.25 |
| Children of the Frost (Egerton R. Young) | 1.25 |
| Topsy Turvey Land (Arabia for Children) | .75 |
| Little People of Japan (L. E. Muletts) | .40 |
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| Children of the Arctic (J. R. Peary) | 1.35 |
| Chinese Mother Goose Rhymes | 1.25 |
| Knights Who Fought the Dragon | 1.00 |
| The White Man of Work (The Story of Mackay of Uganda) | .50 |
| From Opium Den to Preacher | .75 |
| Child Life in Many Lands (by Henry Clay Trumbull) | 1.00 |

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| Story Tell Lib (by Annie Trumbull Slosson) | $ .50 |
| White Christopher (by Annie Trumbull Slosson) | .75 |

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| Aunt Abbey's Neighbors (by Annie Trumbull Slosson) | $1.00 |
| The Sky Pilot (by Ralph Connor) | 1.25 |
| Black Rock (by Ralph Connor) | .50 |
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| Sundays and Weekdays with the Children | $ .75 |
| The Teacher and the Child | .75 |
| What Shall a Young Girl Read? (by Margaret E. Sangster) | .75 |
| Hints on Child Training (by Henry Clay Trumbull) | 1.25 |
| Telling Bible Stories (by Louise Seymour Houghton) | 1.25 |
| Child Culture in the Home (by Martha B. Mosher) | 1.00 |

Occupations for Little Fingers..... $1.00
Paper Sloyd for Primary Grades..... .75

GAMES FOR SUNDAY AFTERNOONS

(These should be ordered of the publishers, whose names are given below.)

The Temple of Knowledge..... $1.00
Bible A B C's ..... .10
Bible Characters ..... .25
Bible Links ..... .25
William H. Dietz, Chicago, Ill.

The Bible Memory Game of New Testament Authors ..... .30 and .40
Eugene F. Parker, Bath, N. Y.

Book of the Book of Books..... .25
A. B. Floyd, Buffalo, N. Y.

Promises ..... .10
Bible Cities ..... .10
Mrs. Nellie T. Magee, Lincoln, Neb.

Books of the Bible ..... .50
Merle S. Brown, York, Neb.

The Royal Scroll (Sold only by subscription)..
Home Herald Co., Valparaiso, Ind.

Young Folks' Scriptural Cards ..... .55
Grandma's Sunday Game of Bible Questions—
Old Testament ..... .30
New Testament ..... .30

Young Folks' Scriptural Cards ..... $ .30
Improved Scripture Cards ..... 1.25
Anagrams ..... .40
McLoughlin Bros., New York.

Sunday Occupations for Children..... .25
Mrs. H. E. Morrow, 15 Temple street, Springfield, Mass.

Bible Panorama, containing seventy pictures of Bible objects ..... 1.00
An Oriental House, with Upper Room—Cardboard Model ..... .75
Model of Solomon's Temple ..... .50
Sunday School Building Blocks..... .20
Model of the Tabernacle and Camp of Israel..... 1.40
Bible Geography Symbols, per set..... .15
Pease's Bible Symbols ..... .56
Presbyterian Board of Publication, Philadelphia.

Missionary Object Lessons for Children. Boxes of Curios illustrating home life, worship and missions (1) in Japan, (2) in Africa, per set ..... 1.00
Young People's Missionary Movement, 156 Fifth avenue, New York.

Perry Pictures may be secured from The Golden Rule Company, Boston, Mass.

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